

**SPEAKING ANXIETY IN ENGLISH PRESENTATIONS:
INVESTIGATING CAUSES AND IMPACT ON
EFL LEARNERS PERFORMANCE**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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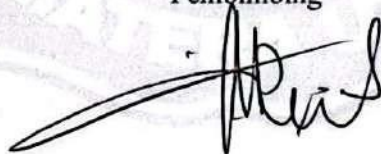
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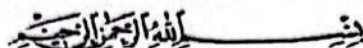
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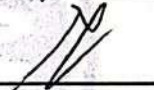
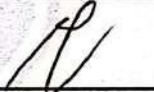
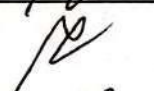



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ABSTRACT

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The current study examines the causes and effects of speaking anxiety among English as a foreign language (EFL) learners in English presentations. The research participants consisted of twelve in sixth-semester students majoring in English Department at UMSU in the 2024/2025 academic year. A qualitative approach based on Sugiyono (2017) was applied, with data collected through observation and interviews. The findings showed that most participants experienced speaking anxiety, characterized by nervousness, trembling, freezing, stuttering, and sweating. This anxiety reduced their interest in learning, limited their vocabulary, lack of preparations and lowered their confidence due to fear of making mistakes and afraid of being judged by peers. The causes of anxiety were divided into internal and external factors. Internal factors included lack of confidence, inadequate preparation, and language problems such as grammar, vocabulary, and pronunciation. External factors involved lecturers, peers, the classroom environment, requests to speak in front of the class, unclear feedback, and limited facilities. It is concluded that speaking anxiety has a negative impact on students' performance in English presentations, highlighting the need to address both internal and external factors.

Keywords: Speaking anxiety, English presentation, EFL learners

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Communication is one of the most basic human needs. Individuals are able to communicate with each other and understand what each other is attempting to convey. Being able to speak English fluently is one of the most important prerequisites for students, especially who are learning the language. This is a way for students to express their ideas, emotions, and knowledge. When they share their ideas and knowledge with others, they need to do it accurately, fluently, and clearly so that others can understand what they are saying. It suggests that people need skill or ability in order to become able to speak.

Being able to speak a language is one of the reasons that speaking is a crucial ability for EFL learners to acquire. Additionally, pupils require this ability to effectively convey their thoughts when speaking. There are still a lot of other compelling reasons why teachers should teach speaking as one of the productive skills in their curricula. To maximizing speaking instruction, many educators have worked hard to identify effective approaches, strategies, techniques, media, and instructional resources. They have made every effort to optimize the teaching and learning process.

Still, a lot of students believe that speaking is the hardest skill they must master. Students must master all integrated skills, thus they do not particularly

concentrate on this one. Furthermore, a few of EFL lectures believe that since speaking skills won't be assessed in either school or national exams, they don't need to be taught individually in junior or senior high school. This suggests that speaking is not regarded as a necessary ability for high school students to acquire. Speaking isn't truly tested on many school exams since, as Clifford (1987) noted, it takes time and is difficult to evaluate objectively.

Even though speaking proficiency is often overlooked in tests, people continue to think that speaking in the target language is a good indicator of how well students are learning the language (Nunan, 1995). Speaking is a fundamental ability and a required subject for students enrolled in the English Department at the higher education level. Many students struggle with oral presentations in this topic and are unable to perform successfully. It is evident that a number of factors, which this study will identify, contribute to students' hesitancy when performing orally. Furthermore, issues they have faced will also be covered and explained here.

Two of the most important skills for learning English are speaking and communicating. Unfortunately, many kids have trouble speaking in front of others. One of the hardest skills for children to learn is speaking (Adnan, 2018). They claim to have a mental block that keeps them from learning and often exhibit tension, unease, or worry when speaking the target language. They often exhibit tension, anxiety, or fear when speaking the target language and claim to have a mental block that keeps them from learning. Public speaking is a major source of anxiety for many people.

However, students' anxiety cannot be reduced or removed. It is quite challenging for a language learner to avoid experiencing anxiousness. Students who suffer from public speaking anxiety often face a variety of negative consequences in an open-forum situation, including palpitations, confusion, gastrointestinal trouble, sweating, the runs, and muscle tension (Fauzi et al., 2023). Speech has certain problems. These include employing one's mother tongue, being silent, exhibiting inhibition, and engaging in inconsistent or limited participation. Because they fear making mistakes, students are often stifled when trying to speak in a foreign language in the classroom. Some children lack the time to express themselves and are at a loss for words. For many English as a Foreign Language (EFL) learners, speaking anxiety is a prevalent and serious problem. Even with sufficient language proficiency, many students find it difficult to speak effectively when giving oral presentations, particularly in formal or academic contexts. This anxiety can significantly impair their fluency, clarity, and general performance and is frequently caused by a fear of making mistakes, receiving a poor grade, or not practicing speaking enough. Given the importance of English presentation abilities for future career prospects and academic achievement, it is critical to comprehend the underlying causes of speaking fear. By investigating this problem, the study hopes to offer information that will assist institutions and lectures in creating practical plans to lower anxiety and boost students' self-esteem and oral communication abilities. Because of this, the subject is beneficial for learners growth as well as language instruction.

English has emerged as a worldwide language, crucial for achieving success in both academic and professional arenas. In environments where English is taught as a Foreign Language, students frequently need to excel in speaking skills, especially during presentations, which play a vital role in communication within academic and workplace contexts. Although there is a strong focus on oral proficiency, numerous EFL learners face speaking anxiety, particularly when tasked with delivering presentations in English. This anxiety can obstruct effective communication, hinder the learning process, and negatively impact learners' confidence and overall performance. This study aims to explore the causes and effects of speaking anxiety in English presentations, seeking to enhance the understanding of this prevalent challenge in EFL education. Anxiety disorders are among the most common mental disorders encountered by public speakers.

For students learning English as a foreign language (EFL), speaking anxiety during presentations is a common problem. Many students suffer from anxiety, self-doubt, and a fear of making mistakes, all of which impair their capacity for clear communication. Lack of confidence, poor language skills, fear of receiving a poor grade, and little exposure to English-speaking situations are some of the causes of anxiety. Speaking anxiety has been found to have a major impact on students' presentation performance in the class, resulting in avoidance behaviors, hesitation, and decreased fluency.

Anxiety's detrimental effects might further impede pupils' language development by affecting their motivation and readiness to engage in expressive

activities. As a result, individuals must be proficient in speaking, particularly in English, in order to communicate with others. Lectures are supposed to assist students who struggle, especially with speaking English, in light of these findings. To create effective solutions for lowering anxiety and enhancing students' speaking abilities, educators and language instructors must have a thorough understanding of the causes of speaking anxiety and how it affects performance.

Preliminary findings indicate that both psychological and educational approaches are needed to alleviate speaking anxiety in English presentations among EFL learners. Establishing a safe, encouraging environment in the classroom where students may practice speaking without worrying about being judged is one potential remedy. Confidence may be progressively increased by regular exposure to speaking responsibilities, such as casual presentations or small group conversations. In order to lessen tension, educators might also use peer evaluation, relaxation methods, and positive reinforcement. Additionally, a big source of anxiety is uncertainty, which may be reduced by giving students clear presenting requirements and letting them prepare carefully. Even though these first techniques are straightforward, they can be useful in reducing nervousness and enhancing students' oral English presentation skills. To evaluate and improve these strategies in various learning environments, more investigation is required.

Most students face anxiety while speaking in English, especially when they wish to perform in front of the class, according to my observations as a

researcher in the English department at Universitas Muhammadiyah Sumatera Utara Medan. When they wish to perform, some students are nervous because they worry that they won't speak English correctly in terms of intonation, linguistic structure, and pronunciation. Additionally, some of them are nervous about performing because they feel ashamed and fear that their peers will make fun of them. Students may feel uncomfortable communicating in English. Students will suffer negative effects if they manage their anxiousness properly.

The research title "Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners' Performance" was chosen because speaking in English, especially during presentations, is often a major challenge for learners of English as a foreign language (EFL). Many students experience speaking anxiety, which directly impacts their performance in academic and professional situations. Causes of Speaking Anxiety in English Presentations, lack of language skills, limited vocabulary, un-mastered grammar, and poor pronunciation make students feel insecure. Lack of practice a limited experience in public speaking or presentations make students unaccustomed and nervous.

The impact of speaking anxiety on EFL learners' performance is a decrease in presentation quality, resulting in students feeling nervous, having a shaky voice, forgetting material, or even falling silent in front of the class. Academic grades decline, and poor performance during presentations can affect assessments, especially if the presentation is part of a major assessment. Decreased learning motivation also results in prolonged anxiety, which can cause

students to become lazy or even afraid to learn English. Inhibiting communication skills can lead students to avoid opportunities to speak in English, thus hindering their development.

1.2 The Identification of the Problems

The problem of this study were identified as in the following.

1. When speaking English, students fear to make mistakes in their pronunciation, language structure, and lack of confident.
2. Students feel nervous when performing in front of their peers.

1.3 The Scope and Limitation

This study was focused on the speaking anxiety experienced by Horwitz. Speaking anxiety is influenced by a combination of psychological factors, lack of preparations, including fear of communicating, lack of confident, and fear of negative evaluation. These three factors interact and can hinder a person's ability to speak a foreign language.

1.4 The Formulation of the Problems

The problems of the study was formulated as in the following,

1. What are the factors that cause speaking anxiety EFL among Sixth-semester Students in the English Department?
2. What are the impact speaking anxiety EFL among Sixth-semester Students in the English Department?

1.5 The Objectives of the Study

Drawing from the problems of the study above, the objectives of this study are to find out the factors that cause and impact speaking anxiety in EFL among sixth-semester students in the English Department.

1.6 The Significance of the Study

The result of the study hopefully can give contribution theoretically and practically.

1. Theoretically

By offering fresh viewpoints and ideas, this study advances the body of knowledge on anxiety related to foreign languages. It enhances current theories in performance psychology, communication anxiety, and language learning. A more thorough grasp of the psychological elements influencing language learning, particularly in EFL contexts, is provided by the study, which also adds to the body of knowledge on students' speaking anxiety and English language proficiency.

2. Practically

The findings of this study may help researchers, teachers, and language learners better understand and manage speaking anxiety. It provides practical methods that can be used in the classroom, like structured speaking practice, peer support networks, and relaxing techniques. The goal of these techniques is to assist students in overcoming their nervousness and

improving their performance on communication assignments in English. The study also highlights the value of peer participation in the learning process, which can promote a more encouraging and cooperative learning environment. The results can direct the creation of interventions that assist students in gaining confidence and lowering their anxiety levels when speaking in English by identifying the primary causes of worry.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 Speaking

Speaking is defined in a variety of ways by professionals (Quianthy R, 1990). Harmer (2007) states that speaking is the ability to speak fluently and requires not only knowledge of language features but also the ability to process information and language “on the spot”. Speaking is the act of using words or articulatory sounds to convey thoughts, feelings, and views. The development of students’ communicative skill in English, particularly speaking, is the main objective of a communicative in classroom, as Gebhard (2006) describes in his book. It is also possible to draw the conclusion that communicating meaning or messages to others in the primary purpose of speaking, speaking can then instruct students in language and communication techniques.

Speaking is the most important ability to acquire in order to communicate effectively in modern globalized world because English is widely used practically everywhere. In addition to the fact that speaking is essential for international communication, many language learners prioritize being able to communicate fluently, which means that mastering speaking becomes the major objective. Abilities as well as speaking, which is seen as an inevitable aspect of human existence, much like humans as social beings. Therefore, speaking English is essential for their everyday demands and global consumer base. Speaking is a

skill that is utilized to create, share, and transmit meaning, messages, ideas, and emotions that can only be conveyed through effective and fluid communication.

2.1.2 The Factors and Causes of Speaking Anxiety

Poor vocabulary acquisition and lack of vocabulary, limited exposure to English outside of the classroom, difficulty understanding speakers' accents, teacher-centered classes that restrict practice opportunities, and a lack of (or narrow focus on) speaking skills are some of the factors that foreign language learners face, according to speaking skills research (Cem Gurbuz, 2021)

All these factors lead to negative psychological consequences for learners; for example, increased sense of embarrassment about making mistakes (Yanagi & Baker, 2015). These are some problematic components of speaking abilities; Grammar, Vocabulary, Pronunciation, Fluency, Accuracy, Comprehension, Function of Speaking.

a) Grammar

Grammar is one of the five problematic components of speaking abilities is the study of word classes, their inflections, and their functions and relationships within sentences, according to the Merriam-Webster Dictionary. It implies that grammar is a set of rules for how a sentence should be constructed. Additionally, grammar would help students construct proper sentences in conversations or communications. In actuality, educators frequently hold the view that giving pupils an intellectual foundation in grammar is essential better way to teach grammar could be to use the language resources that we already have that facilitate communication. To

put it briefly, grammar is one of the aspects of English that concentrate on sentence construction; as a result, learning grammar can be facilitated by using real materials.

b) Vocabulary

Since the definitions of new terms are frequently emphasized, whether in publications or in the classroom, vocabulary is a crucial component of learning a foreign language. Vocabulary is a collection of words that someone uses to express ideas. It was explained that vocabulary comes in a variety of forms, including single words, phrases, phrasal verbs, and idioms. It was also mentioned that second-language learners need to have a strong vocabulary because a limited vocabulary in a second language makes communication difficult.

Vocabulary is a collection of meaningful words that are used to construct sentences. The first stage in learning a language is to become as proficient as you can in the vocabulary. This will facilitate the process of crafting the desired sentence. Richards (2002) stated that vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write.

c) Pronunciation

The ability to speak in a clear and appropriate manner is known as pronunciation. It is also related to phonology, which is the study of grammatical components that show how sounds in different languages vary from one another. The correct way to pronounce a word and even spell a letter depends on a

number of principle. For people who already speak a mother tongue that is very different from English, pronunciation has actually been are numerous spelling differences between American and British.

d) Fluency

Speaking requires fluency, which can enhance one's speaking abilities. Fluency is defined as the capacity to utilize language in real-time, focusing on meanings and possibly depending on more lexicalized system (Francis, 2020). According to this theory, fluency is the capacity to accomplish a communication objective without can cause a breakdown in communication. The development of phonological skills and vocabulary are the most important factors in improving fluency (Afandi, 2020). As a result, speaking fluency means that the speaker can communicate with little hesitation and doesn't have to spend a lot of time choosing which words to employ. In a summary, fluency encompasses meaning and context in addition to speaking or reading speed.

e) Accuracy

When a person reaches the greatest speaking level, accuracy becomes the most important skill to master because it will result in the right statements. The capacity to maintain language control and avoid performance errors is referred to as accuracy. Pupils who are able to talk accurately will make fewer mistakes when speaking. The application of proper construction, where in terms have no bearing on the meanings, sounds, or sentence structures. To sum up, precision is closely linked to creating properly grammatical phrases in order to effectively communicate thoughts.

f) Comprehension

Understanding becomes the primary consideration when communicating. The sender and the recipient are both involved in communication situations. The ability to convey concepts or messages that are only possible once comprehension has been attained should be one of the requirements for effective communication.

g) Function of Speaking

Speaking is the most used skill, thus learning it must benefit people in millions of ways. Some benefits enable pupils to express their thought and emotions through the collective use of words. The ability to explain, persuade, and guide will be the main benefit. Speaking with confidence and approach pushes the intended audience to pay attention to the messages being presented. The second advantage is the ability to stand out in a crowd. Speaking in front of an audience, especially in a foreign language, causes anxiety for most people. Possessing proper grammar, pronunciation, and vocabulary (JC Richards, 2002). Talks as a performance must therefore take into account a variety of English speaking abilities, including vocabulary, grammar, and fluency-all of which are challenging for students in EFL situations.

2.1.3 English Speaking Activities

Speaking activities cover a variety of topics including group discussions, dialogue journals, discussions, role-plays, and presentations.

Group Discussions

Several people gather for a group conversation with the common goal of sharing an idea or finding a solution to a problem. Students who are reluctant to speak in front of the class might have their inhibitions reduced and the number of participants in the learning process increased through discussion.

Presentation

A presentation can be distracting for the speaker and eventually dull for the audience, so it's a good idea to make sure the audience participates in some way. In this case, a group presentation may be a substitute that offers comparable advantages to group discussions. A few speaking class goals are met by the presentation, also referred to as improve speech. Oral presentation is the process of transmitting information or ideas from one person to another group of people verbally. Oral communication may take place formally or non-formally. Oral presentations had a positive impact on the participants' performance in the speaking test and the ELT methodology, and it helped in reducing the participants' speaking anxiety (Hammad, 2020). In addition to forcing students to practice speaking more in real life, an impromptu speech pushed them to think and speak simultaneously without the aid of notes or memory. Furthermore, this type of speech can serve as a teaching tool for the usage of the hesitation indicators uh, well, sort of, and like.

According to Khan (2005), some of his students have psychological difficulties when they speak. Psychological problems also have an impact on students' speaking abilities. In essence, the pupils will become agitated during the

learning process due to their worried sentiments. It affects their performance and level of effort in the target language (Najla Annisa Zuhri, 2022).

Role Play

Students get the opportunity to practice speaking in a variety of social situations and roles through roleplaying, which is a very useful speaking exercise. Based on their independence, this exercise can also help pupils become more creative. Role-playing appears to be the best exercise for allowing students to utilize their English creatively. It aims to create a dialogue setting where students may discover they are and practice and improve their communication abilities. In summary, role-playing exercises can help pupils develop their imagination and speaking abilities at the same time.

Conversation

Since conversation is social interaction, it is a type of speech that takes place informally, symmetrically, and according to etiquette guidelines in order to build and preserve social relationships. How to listen well and have a productive conversation.

Technology Approach

Using technology in the classroom can boost student enthusiasm and engagement. Online materials, multimedia, and applications can help students learn English.

2.1.4 Definition of Anxiety

Incorrectly when speaking English in terms of tone, language structure, and pronunciation. Additionally, so Humans are endowed with emotions,

including joy, sorrow, fear, and anxiety. We may experience anxiety or discomfort when we perform something that is not part of our routine or comfort zone. For instance, we will experience anxiety when our teacher asks us to speak in front of the class because it is something we are not accustomed to doing. It seems as though our hearts are aching from worry about the future and our minds are overflowing with thoughts in this situation. When anxiety occurs, we may experience symptoms like sweating, an irregular heartbeat, or trouble breathing. Many people find it difficult to regulate these emotions, which can lead to issues in social situations. So, anxiety defined as an emotional state with the subjectively experienced quality of fear or a closely related emotion (Anthony, 2004).

The defining characteristic of anxiety is the worry of harm or bad luck that results in mental discomfort. Anxiety will be exacerbated by overthinking. Generally speaking, anxiety is also defined as excessive and exaggerated worry over everything. In this instance, excessive concern will take over and obstruct day-to-day activities like relationships, job, school, and social interactions. In summary, a person who has anxiety in their day-to-day activities is one who fears danger, worries a lot, and is unable to regulate this sensation.

Additionally, anxiety is a disorder of emotions characterized by persistent, intense feelings of concern or fear. Essentially, anxiety is a normal emotion that all people have encountered at some point in their lives. For instance, people typically experience anxiety when speaking in front of large crowds, taking tests, and going through interviews. Accordingly, anxiety is cited

as one of the prevalent mental health issues affecting children and adolescents. As a result, anxiety is a normal reaction to a novel circumstance that causes stress, heart palpitations, perspiration, etc.

The findings lead us to the conclusion that anxiety has an impact on foreign language learners' ability to acquire the target language. Even if conventional research on language learning and teaching includes language learning anxiety, it is still important to study. This phenomenon in order to improve the accessibility of programs and learning materials that aim to improve students' English speaking abilities. This is because language acquisition is a unique process, and anxiety in language learning is a unique complex of self-perceptions, beliefs, attitudes, and actions related to language learning in the classroom. Additionally, it was argued that students perceive speaking in the target language as dangerous, and that worried children find it more difficult to develop communication competences (Horwitz, 1986).

The aforementioned claim suggests that anxiety affects language learners' capacity to learn the target language. While traditional language learning and teaching research still address anxiety in relation to language acquisition, understanding this phenomenon is still essential to improving the accessibility to learning designs and programs that aim to help students develop their English speaking abilities.

2.1.5 Different Types of Anxiety

There are two types of anxiety: that anxiety and state anxiety. A long-term stable trait of personality. Trait anxiety is innate and causes people to feel more

nervous in a variety of scenarios. Each person may react differently. In any case, it has been demonstrated that trait anxiety affect cognitive performance, disrupting memory and causing people to avoid activities. In summary, trait anxiety results in a cognitive impairment that impairs an individual's ability to regulate their anxious emotions. (Horwitz, 1989).

According to Brown, state anxiety is an additional form of anxiety. When triggered by a particular, transient circumstance, this anxiety will become active. People will therefore react to certain situations or occurrences by becoming nervous. It is claimed that as the scary circumstance ends, anxiety will naturally decrease or perhaps go away.

2.1.6 Definition of English Foreign Language (EFL)

Learning a new language poses a risk to one's ego. Adult learners are especially vulnerable because they are accustomed to communicating in their first language. However, they have no control over what they say in their level until they reach advanced skills levels. Some students report experiencing tension, anxiety, and fear when thinking about learning a foreign language. The most common ones are "forgetting" what they have learned during an exam and "freezing up" when asked to speak. They are certain that one of the biggest challenges to learning a second or foreign language.

Communication anxiety is a major component of language anxiety since the primary focus of foreign language classes is interpersonal interactions it is expected of students enrolled in foreign language courses to speak and listen in the target language. Students who are not proficient in the target language may

suffer from communication anxiety. Because they think they will struggle to understand others when they listen and to speak well when they speak, students suffer from communication anxiety.

The fear of getting a bad score is another issue related to learning a foreign language. According to a foreign language. According to Horwitz, Waston and Friend defined dread of negative evaluation as “apprehension about others” evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively. Students often worry that their teacher, who is the only native speaker in the class, and their peers would think poorly of them when they are learning a foreign language. However, Horwitz and Cope also believe that anxiety related to learning a foreign language does not simply come from performance anxiety. Additionally, they suggested that “the uniqueness of the language learning process leads to a distinct complex of self- perception, beliefs, feelings, and behaviors related to classroom language learning, which is known as foreign language anxiety” (Horwitz, 1986). According to the preceding description, anxiety related to learning or speaking a foreign language might be defined as a sense of unease, tension, worry, and nervousness.

2.1.7 Impact of Foreign Language Anxiety

In general, pupils will undoubtedly be bothered by unwanted emotions such as anxiousness. This has a significant impact on students’ effort and performance. Students who are anxious may make more mistakes and think less clearly. Additionally, they must put in more effort to complete their tasks

because anxiety causes them to worry and interferes with their ability to learn. Teachers have long identified anxiety as a potential issue in foreign language classes. Because anxiety impairs cognitive functions anxious students will struggle to learn language.

Anxiety can affect certain parts of cognition during the learning process. Students that are anxious may become side tracked from focusing on the lessons that need to be taught, processing information efficiently, retrieving information, and applying previously acquired skills. Put differently, anxiety related to learning a foreign language might impede language acquisition, leading to crippling anxiety (Purandina, 2022).

In the input stage, anxiety over foreign languages acts as a filter. Preventing some information from being processed by the brain. This is similar. To well known “affective filter” hypothesis as stated by concern, might heighten the emotional filter and produce a “mental wall that hinders the use of understandable input for language learning. For example, a student with anxiety can have trouble learning a language. Conversations and language since it interferes with their ability to assimilate data from (Noviyanti, 2021).

Anxiety is a distraction during the processing stage. It keeps pupils from effectively assimilating data. Students that are anxious may learn less and difficulty comprehending new words, syntax, expressions, and other ideas additionally it can take them longer to understand the lesson. Anxiety may have an influence on students proficiency in foreign languages in the output stage, nervous at this time, pupils might not be able to demonstrate what they have

learned (Noviyanti, 2021). According to the presence of a foreign language anxiety can impact learner's speech fluency and education in general.

According (Khafidoh, 2023) explore the causes and suggest solutions to overcome them. It identifies nervousness, trembling, and shyness as primary causes, and recommended preparation confidence-building, peer support and effort as strategies to mitigate anxiety. Another relevant study that 97% of students experience high to moderate levels of speaking anxiety. Psychological factors such as fear of being laughed at, lack of preparation and fear of making mistakes are identified as primary causes. (Suhartono, 2022)

In supporting the research to be carried out, the author presents several previous research models that are in accordance with the author's research.

First —An Examination of the Fears Faced by EFL Students during Speaking Performances When speaking English in Indonesia, a lot of EFL students exhibit nervousness. As a result, the researchers were motivated to carry out this investigation to ascertain the degree of fear those pupils had when speaking in English. A questionnaire consisting of ten designed questions was utilized to gather data from 29 students in this quantitative study. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS questionnaire scale was used to examine the questionnaire data. The results are further explained in narrative after being expressed as percentages. The results are further explained in narrative after being expressed as percentages. The results showed that one student (3,4%) had high-level anxiety, whereas 17 students (59%) had moderate-level anxiety and 11 students (38%) had low-level

anxiety. This indicates that the majority of students had mild to moderate speaking anxiety. In this instance, the results can help all English teachers, particularly the ones where the study was done, to understand the degree of their pupils' fear when speaking English. It is intended that by learning more about the anxiety levels of EFL students, English teachers would be better equipped to identify effective strategies for lowering their students' speaking anxiety (Erdiana et al., 2020).

Second, A Case Study: Student's Anxiety in Learning English at the 7th Grade of SMP Negeri 3 Muara Bungo, The purpose of this study was to look at the anxiety that junior secondary EFL students at SMPN 3 Muara Bungo's seventh grade had when learning a foreign language. It specifically aimed to determine, from the viewpoints of the students, what elements can cause anxiety in an English learning setting. This study employed a qualitative methodology with a case study approach. Fifteen nervous children were selected to take part. The data was gathered through organized interviews and classroom observations. According to the study's findings, students' anxiety during English language learning may be caused by six factors: speaking in front of the class, peer ridicule, unclear input, attitudes toward language acquisition, instructor personality, and lack of preparation (Fatmawati, 2022).

And the last, Anxiety In A Rational Emotive Perspective Behavior Therapy Albert Ellis, The purpose of this study was to understand anxiety from Albert Ellis's rational emotive behavior therapy standpoint. In this study, a

literature study technique (library research) was employed. In order to perform this research, secondary data sources such as journals and books were employed in addition to the primary data source, which was the 2016 book by Ioana Alina Cristea on the use of RET in the treatment of anxiety disorders in both adults and children. Data was gathered via a descriptive examination of the literature relevant to the questions this study highlighted. According to Albert Ellis, anxiety is a harmful and unpleasant sickness as well as a dysfunctional emotion that causes maladaptive behavior, as the study's findings showed. reasonable emotive behavior therapy's perspectives illustrated the transition from irrational to reasonable in response to worry (Amelia, 2022).

2.2 Conceptual Framework

The concept of language acquisition anxiety, specifically as it relates to speaking English as a foreign language (EFL), serves as the foundation for this investigation. Learners frequently experience fear when speaking a foreign language, which can impair their performance and communication willingness. Horwitz et al. (1986) claim that anxiety related to learning a foreign language is a unique type of anxiety that is connected to language learning environments. This study investigates students' anxiety when speaking English, concentrating on the factor what cause and impact of anxiety they encounter and how they affect their involvement in speaking exercises in class. English-speaking exercises, especially student presentations, are employed as an intervention to lower anxiety levels in order to treat this problem.

This theoretical framework provides the foundation for examining the relationship between the factor cause and impact of anxiety. The findings derived from this framework are expected to lead to meaningful conclusions that can inform teaching strategies and improve students' speaking confidence in EFL classrooms.

The conceptual framework of this research can be seen in this diagram:

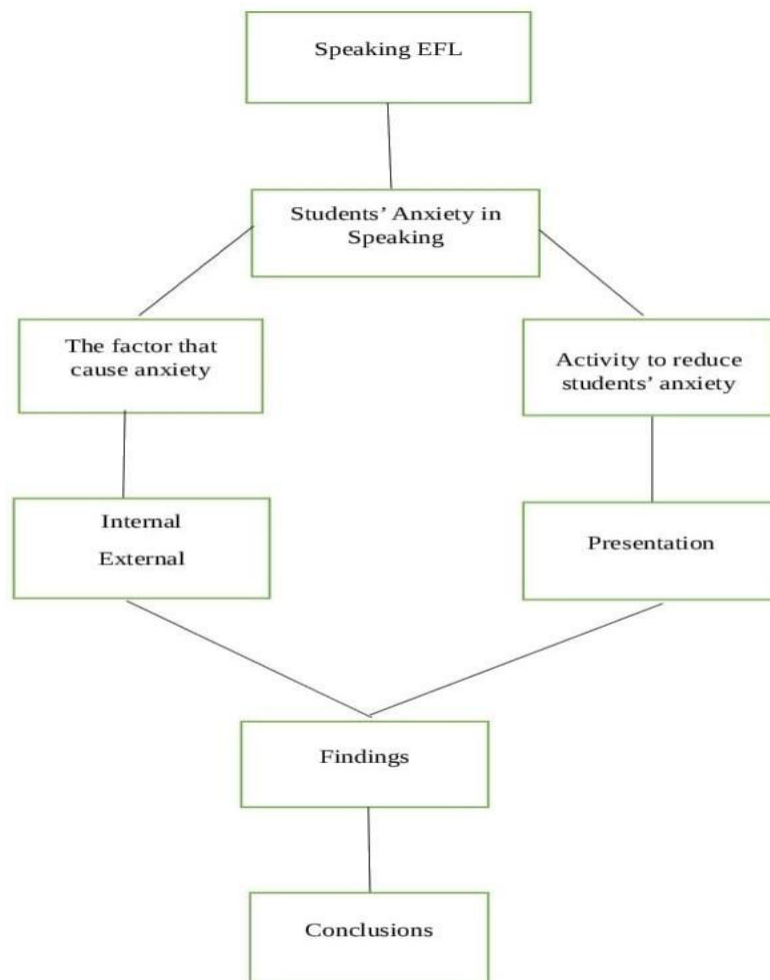


Figure 2. 2 Conceptual Framework

2.3 Related Previous Study

- *The Impact of Language Anxiety on EFL Students' Oral Performance*
 Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) This research introduced the idea of Foreign Language Classroom Anxiety (FLCA). The results indicated a strong connection between speaking anxiety in foreign language classes and inadequate oral performance, even during presentations. FLCA comprises three core elements: fear of communication, test anxiety, and fear of negative evaluation.
- *A Case Study: Student's Anxiety in Learning English at the 7th Grade of SMP Negeri 3 Muara Bungo*, Fatmawati, 2022. The purpose of this study was to look at the anxiety that junior secondary EFL students at SMPN 3 Muara Bungo's seventh grade had when learning a foreign language. It specifically aimed to determine, from the viewpoints of the students, what elements can cause anxiety in an English learning setting. This study employed a qualitative methodology with a case study approach.
- *Anxiety in a Rational Emotive Perspective Behavior Therapy Albert Ellis*, (Albert Ellis in Amelia, 2022) The purpose of this study was to understand anxiety from Albert Ellis's rational emotive behavior therapy standpoint. In this study, a literature study technique (library research) was employed. In order to perform this research, secondary data sources such as journals and books were employed in addition to the primary data source, which was the 2016 book by Ioana Alina

Cristea on the use of RET in the treatment of anxiety disorders in both adults and children.

Based on the relevant studies that have been reviewed, researchers found Gaps between previous research and the research to be carried out. One of the gaps found is the difference in research subjects. While a number of earlier investigations have addressed the contributors to speaking anxiety in relation to English language learning, these investigations have not established a specific connection between anxiety's effects and performance in English oral presentations, whether on a qualitative or quantitative basis. This implies that there are no empirical data demonstrating how student performance varies before and after experiencing presentation anxiety. In addition, these studies are usually general in nature and have not thoroughly examined contextual factors contributing to anxiety, such as variations in the type of presentation assignment (individual vs. group, formal vs. informal), dynamics of classroom interaction, or the diverse language backgrounds of students. This constitutes a significant gap for additional investigation, considering that each of these factors can have a considerable impact on anxiety levels. Moreover, the investigation of teaching methods that educators can use to assist students in overcoming speaking anxiety—especially during academic presentations—remains limited. The right learning approach can significantly help students boost their confidence and overall performance.

CHAPTER III

METHOD OF RESEARCH

2.4 Location and Timeline

The research was conducted on the sixth-semester students at English Department at Faculty of Teachers Training and Education at Universitas Muhammadiyah Sumatera Utara. Jl. Kapten Muchtar Basri No.3, Medan, Sumatera Utara, 20238. This research took place starting from 12 July 2025 until 31 July 2025.

2.5 Population and Sample

The population of this study was the sixth semester students in English Department at Universitas Muhammadiyah Sumatera Utara. At academic year 2024/2025, that consists twelve students of one class. So all the population was used as the sample of this study.

2.6 The Techniques for Collecting Data

1. Interview

As part of the data collection process in this study, the researcher conducted interviews with several students who are learners of English as a foreign language (EFL) at the Universitas Muhammadiyah Sumatera Utara, English Department Study Program, Sixth Semester. The interviews aimed to explore personal experiences, causes of speaking anxiety, and its impact on their performance when giving presentations in English.

2. Observation

All activities that took place throughout the teaching and learning process in the class are recorded on observation sheets. Activities for both lecture and students are included.

3. Documentation

In this study, documentation serves as a technique to bolster the research's Validity. The images, videos, and proof recorded with an Android smartphone comprise the documentation used.

The data will be collected through interviews and giving questioner to students. The questionnaires to students to get the data need for this research. The result of the interviews will be analysis procedure of (Sugiyono, 2017).

2.7 The Techniques for Analyzing Data

A qualitative descriptive strategy was applied in analyzing the data required for this investigation. Qualitative descriptive research is a valid research approach when a simple explanation of a phenomenon is needed since it produces a descriptive summary of events in ordinary language as experienced by people. This method was employed to examine the ways in which students' anxiety was expressed.

Like any other qualitative research methodology, the goal of qualitative descriptive studies is to provide a comprehensive and understandable overview of specific experiences that individuals or groups of individuals have had.

In order to shed light on the problem of speaking anxiety among university students, this study used a descriptive methodology. The analysis's

findings are shown and then confirmed. Data reduction, Data Display, and Conclusion. That are three stages of the analysis.

1. Data Reduction

Selecting and concentrating on the simplification, abstraction, and transformation of the raw data is known as data reduction. The qualitative data may be reduced and altered in a number of ways during the data reduction process, including grouping, coding, separating, summarizing, choosing, and classifying. In other words, data reduction is the process by which the researcher determines and selects the most significant element that is pertinent to the subject. As a result, the study concentrated on looking at the pertinent research data and interviewing students using questions that were developed until the data was saturated. So that it can be analyzed later (Sugiyono, 2017).

2. Data Display

Data Display use when presenting qualitative data, tables can be used to display the data. The results of the investigation will be computed for the questionnaire. The researcher determined the percentage of each choice on the questionnaire sheet during the calculation process. Descriptive explanations were then provided to justify the questionnaire's results. It will be simpler to comprehend what is happening by presenting data outcomes, and the plan will continue to function depending on the understanding gained

3. Conclusion

The final step of the procedure was its completion or verification. The researcher created a unique theory based on the data that might potentially answer the abovementioned study problems. The researcher reached a conclusion on how students' anxiety affected their ability to talk in English and how they dealt with it.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this chapter the researcher analyzes to find out about "Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance" The profile of the respondents I chose was sixth semester students English Department at Faculty of Teachers Training and Education at Universitas Muhammadiyah Sumatera Utara at academic year 2024/2025. The researcher selected one class for the sixth semester consisting 5 students who were asked to take their times to be interviewed. I interviewed the group that presented in English in class. Then I distributed questionnaires to the other students to learn about their experiences about presentations use English in class. The data were classified based on three research objectives: to understand students' perceptions, their realizations, and the reasons behind those perceptions. Each section analyzed the data and generated 9 questionnaire statements and then 8 interview questions. Data collection techniques were conducted through closed-ended questionnaires, which included short-answer responses from students about their perceptions, and open-ended interviews. The interviews were conducted to ensure the students could understand the questions and statements.

The effects of anxiety about speaking can be seen in students' performance.

A lot of students are inclined to speak with hesitation, rely on filler

expressions more than necessary, fail to recall their rehearsed content, or diminish the amount of eye contact they make with the audience. Presentations by those affected also suffer from diminished clarity and coherence as a result of anxiety. A few students even acknowledge that they still feel uncertain when making presentations.

Even though these challenges arise, data indicates that students employ a range of coping strategies to handle their anxiety. These include practicing more prior to presentations, preparing notes, utilizing relaxation methods, and reaching out for support from peers. Moreover, a nurturing classroom atmosphere—particularly in the form of support from teachers and peers—is noted to play a significant role in alleviating anxiety and boosting students' confidence.

No	Statements	Theme
1	How do you feel when you find out you have to do a presentation in class using English?	Feelings & Causes of Anxiety
2	What do you think causes these feelings to arise?	
6	In your opinion, what is reasons (causes) why you experience anxiety when you during presentation in English?	
3	What body responses arise when during a presentation using English in class?	Physical Responses & Impact

7	What impact does anxiety have on speaking when during a presentation in English?	
4	How do you deal with that?	Coping & Preventive Strategies
8	What strategies do you usually use in overcome and prevent this?	
5	Does the environment in the classroom support you to speak confidently?	Classroom Environment Support

Sugiyono's (2017) theory, which comprises three primary tasks—data reduction, data display, and conclusion drawing—was applied in the analysis of the study data. Data reduction was accomplished by arranging and streamlining the unprocessed information gathered from student interviews. The data were then interpreted to identify themes or patterns that captured the spirit of the participants' experiences, and conclusions were made.

4.1.1 Students' Perception of Speaking Anxiety

This statement illustrates students' feelings when they are required to deliver a presentation in English. Common reactions include anxiety, fear of error, or a lack of self-assurance. Moreover, the sources of anxiety are pinpointed, including restricted vocabulary, insufficient speaking abilities, apprehension about assessment from peers and instructors, or past adverse experiences. This statement is crucial for grasping the emotional context that impacts presentation performance.

The researcher's study results show that in the first statement, most students indicated they felt nervous when required to give a presentation in English.

Regarding the use of English as a difficult endeavor that entails more than just sharing details; it requires handling mental strain as well. This declaration is crucial for comprehending the emotional context influencing presentation performance, as it discloses students' internal emotions and external elements that provoke or intensify their anxiety.

4.1.1.1 Feelings and Causes of Anxiety

According to the findings from the researcher's investigation, in response to the first statement, a majority of students indicated that they felt nervous when required to give an English Presentation. "Sometimes nervous, but it's okay because I understand the basics when I speak in English," - Student 1 and "Feel very nervous." - Students 2

Both students mentioned that, although they felt nervous, their fundamental grasp of English aided them in staying calm. They also perceive that their anxiety intensifies upon receiving adverse reactions from the audience. Unlike student 3, who finds presenting in English challenging, this statement expresses a different viewpoint. Thus student only feels a little nervous but can overcome it by imagining the audience as his own friends.

"What do you think causes these feelings to arise?" is the second statement based on the study's findings. Findings from the sixth statement, "In your opinion, what are the main reasons (causes) why you experience anxiety when you are

presenting in English?" revealed that students' nervousness had a wide range of interconnected causes.

"When presenting in English, a lack of preparation materials and confidence can be detrimental." -Student 1

"I believe my pronunciation and vocabulary are still very poor because I haven't mastered them much." - Student 2,

"Haven't mastered the materials yet." - Student 3

"Can only speak a little in English," says student 4.

"Lack of confidence," says student 5.

The majority of students link worry to inadequate planning and content comprehension. S1 and S3 underlined that one of the main causes of a loss of confidence was improper material preparation. S2 and S4 reaffirmed this, stating that pronunciation and vocabulary barriers were also significant contributors to anxiety. Student 5 also noted in statement 6 that psychological elements, such as overanalyzing, dread of criticism, and fear of the audience's judgement, contribute to anxiety in addition to language proficiency. He also said that despite the fact that criticism is helpful, people nevertheless have a propensity to become unhappy and lose confidence after receiving it.

Two students gave positive responses, Student 7 stated that they felt "happy" when speaking in public, while another student 12 described their feelings as "just normal," indicating that not all students experience anxiety in such situations.

4.1.1.2 Physical Responses and Impact

Horwitz, Horwitz, and Cope (1986) state that communication apprehension—the fear and trepidation of having to communicate—is one type of anxiety in learning a foreign language. When students with this type of anxiety speak in front of the class, they frequently exhibit visible bodily reactions including perspiration, shaking, palpitations, a wobbly voice, and a flushed face. Spielberger's (1983) argument that anxiety causes state anxiety—a transient reaction that occurs when people encounter stressful events, such as giving a presentation in front of an audience—is consistent with these bodily reactions. According to theory, then, physical reactions like sweating, shaking, and elevated heart rate are obvious indicators of anxiety, and the effect it has is a reduction in one's capacity to communicate effectively in English, including a lack of vocabulary and mispronounced words.

Based on the study's findings, it was discovered that when students presented in English, their body language varied. Students 2 and 3 also reported feeling cold hands and a shaky voice, while S1 acknowledged having cold sweats and a hurting voice. While S5 had sweaty palms, a bent head, and slightly shaky hands, S4 said that their voice became stuttered. These answers demonstrate that students' physiological symptoms align with the theoretical definition of anxiety symptoms.

Anxiety has a major effect on speaking abilities as well. While S2 acknowledged over analyzing and feeling irritated since he thought he had not made any progress while being in his last semester, S1 claimed he was unable to

function at his best. S3 went on to say that although his presentation had errors due to fear, the experience inspired him to rehearse in order to perform with more assurance the following time. S5 claimed that nervousness made him lose attention, experience unexpected blank periods, and feel less than his best when presenting the content, whereas S4 disclosed that anxiety made him scared to perform again because he was frightened of making the same mistakes.

Therefore, the study's findings lend credence to the idea that bodily reactions (including perspiration, shaking, and a shaky voice) are obvious indicators of worry, and that they impair fluency, concentration, recurrent fear, and confidence when giving presentations. Some students, on the other hand, were able to turn their anxious experience into inspiration to do better the following time. For instance, S6 mentioned experiencing “cold and pale palms,” while S7 admitted to “body shaking” at first, but noted that their body eventually became more relaxed over time. Similarly, S8 stated, “my body always shaking during presentation,” and S9 described symptoms of “body shaking and stomach ache.” S10 reported “cold sweaty hands,” and S11 noted both “body shaking and brain out,” suggesting a sense of mental blankness or inability to think clearly. Even students with milder symptoms, such as S12, acknowledged feeling “a little bit nervous.” Despite these challenges, some students demonstrated resilience by transforming their anxious experiences into motivation to improve in future presentations.

4.1.2 Students' Strategies to Overcome Anxiety

According to the study's findings, students employ a variety of techniques to combat their nervousness when delivering presentations in English. To lessen anxiety, they employ short-term techniques including breathing control, positive thinking, and viewing the audience as friends. Furthermore, some students get ready for the presentation well in advance, for instance, by learning the content, practice speaking, and making quick notes as a reminder in case they forget. However, there are also long-term methods to stop nervousness from happening again, such expanding one's vocabulary, speaking in front of an audience more frequently, and attempting to see criticism as constructive criticism.

The study's findings also demonstrate the importance of self-confidence in managing anxiety; students with greater levels of self-confidence are more likely to be able to manage their discomfort, whilst those with lower levels are more likely to experience dread and get distracted. Therefore, it can be said that students employ a variety of coping and preventative techniques, from short-term actions during the presentation to long-term initiatives to improve abilities and boost self-esteem.

According to the results of questions 4 and 8, students use a variety of coping mechanisms and preventative techniques to manage their nervousness when delivering presentations in English. When asked about their initial coping mechanisms, students included tightening their fists to manage their anxiousness, speaking slowly, assuming the audience to be close friends, closing their eyes and taking a deep breath, and resting for a moment to calm down. These techniques

show attempts to control feelings and ease physical stress when giving presentations.

The participants also emphasize preventive measures, such as editing and preparing information for improved comprehension, expanding vocabulary and pronunciation, practicing positive thinking, and utilizing icebreakers to clear their heads before presenting. While some students preferred repeated rehearsal, even in front of a mirror, to feel more prepared and confident, others placed more emphasis on memorization and intonation practice to enhance fluency. Students' efforts to not only lessen their nervousness in the moment but also to progressively improve their language proficiency and presenting confidence over time are reflected in both short- and long-term techniques.

4.1.2 Findings of the Research

Students

1. How do you feel when you find out you have to do a presentation in class using English?

S1: "Sometimes Nervous, but it's okay because I understand about the basic when I speak in English"

S2: "Sometimes Nervous when it deepens on the Audience response, If they are laugh or intimidation me I think I feel very nervous when I presented in English in front of class"

S3: "Challenged, a little nervous but fine when I imagined they are my friends"

S4: "To be honest sometimes I Felling Nervous"

S5: "A little scared, because not very confident"

S6: "Feel nervous"

S7: "Happy!"

S8: "Nervous because not yet fluent speaking in English"

S9: "Nervous"

S10: "Especially my truth I feel nervous"

S11: "Exactly I really feel nervous"

S12: "Just normal"

2. What do you think causes these feelings to arise?

S1: "Lack of preparation material can presentation when use English and lack of confidence"

S2: "Because haven't mastered much vocabulary and pronunciation I think still very bad"

S3: "Haven't mastered the materials yet"

S4: "Can only speak a little in English"

S5: "Lack of confidence"

S6: "Lack of speaking in English Language and lack in communication when using English Language"

S7: "I like speaking in English. I feel more able to express my thoughts in English"

S8: "sometimes there's also a feeling of nervousness because I don't speak fluently"

S9: "fear of being mistakes"

S10: "lack of confident"

S11: "lack of my confident"

S12: "I often do presentations using English"

3. What body responses arise when during a presentation using

English in class?

S1: "Cold sweat and suffering voice"

S2: "Cold hands, trembling voice and sweating"

S3: "freeze"

S4: "Stuttering voice"

S5: "Sweaty palms, lowered head and hand shaking slightly"

S6: "my palms are cold and pale"

S7: "body shaking but overtime my body becomes more relax"

S8: "my body always shaking when I during presentation"

S9: "body shaking and stomach ache"

S10: "cold sweaty hands"

S11: "body shaking and brain out"

S12: "a little bit nervous"

4. How do you deal with that?

S1: "close my eyes and try to take a deep breath"

S2: "Take a moment, take a breath and pay attention to audience"

S3: "Assume that everyone who sees it is someone close (BFF)"

S4: "Tried to be calm and speak slowly"

S5: "Hold both hands, clenching fists to control nervousness because I'm very nervous"

S6: "before present my material usually I take a few breaths and I try to regarding the presentation to feel calmer"

S7: "I overcome with affirmations before performing and trying to convince myself that all need to do"

S8: "I couldn't hold back, just let go"

S9: "praying and take a deep breath for relax"

S10: "take a deep breath and try to relax"

S11: "I deal with by clenching my fists or playing with my fingers and breaking eyes contact with audience"

S12: "learn a lot and prepare myself before starting the presentation"

5. Does the environment in the classroom support you to speak confidently?

S1: "My friends in the class, the others often chat and talk to each other, they are sometimes don't pay attention, Sometimes they laugh its annoying and irritating"

S2: "Yes"

S3: "Yes, Sometimes"

S4: "Ya"

S5: "YES"

S6: "a little bit sometimes"

S7: "yes"

S8: "ya!"

S9: "maybe yes"

S10: "not really"

S11: "yes, sometimes"

S12: "yes"

6. In your opinion, what is the main reasons (causes) why you experience anxiety when you during presentation in English?

S1: "Lack of preparation in material"

S2: "Lack of mastery of the material"

S3: "Afraid the material presented will not well received by the audience, excessive worry"

S4: "Do not mastery in vocabulary, and are not very confident in pronunciation"

S5: "Fear and overthinking. I may be able to talk more fluently if I didn't have this or that phobia. As of right now, I feel that if I wish to speak in front of a large crowd, I'm frightened it would be improper or awful and that people will later criticize me. I have no idea why I think things like that. However, criticism from others tends to depress me or cause me to overthink things. I'm not yet confidence to appear in public"

S6: "I think because I still have a lot vocabulary that I didn't know yet"

S7: "lack of preparation, not used to it, and lack of confident"

S8: "lack of preparation, lack of confidence, poor vocabulary and pronunciation"

S9: "fear of being mistakes in my pronunciation and afraid of being judge"

S10: "lack of confidence"

S11: "not confident and afraid of being scolded from lecture"

S12: “maybe lack of preparation”

7. What impact does anxiety have on speaking when during a presentation in English?

S1: “Unable to give the best performance during presentation use English”

S2: “Overthinking, like already the final semester but there’s no progress yet”

S3: “if when present in front of class I will do a mistakes, I immediately practiced and when after I practicing the impact in the next performance I become calmer and more confident”

S4: “Afraid to appear in the next presentation. Because afraid make the same mistakes that occurred will be repeat”

S5: “Lack on focuses, suddenly blank and forget what want a say, overthinking because during the presentation there are many shortcomings and it is not optimal”

S6: “my pronunciation becomes unclear and stuttering”

S7: “my voice shakes and I feel dissatisfied after the presentation”

S8: “always not focused and not giving my best when during presentation”

S9: “lack of confident for a longtime”

S10: “speaking in a stuttering”

S11: “stuttering, weak, and forgetting for a moments”

S12: the result is not statisfactory”

8. What strategies do you usually use to overcome and prevent this?

S1: "Prepare the material and rewrite everything remember it better"

S2: "I usually Increase vocabulary and my pronunciation to be motivated"

S3: "Try to positive thinking, and use ice breaking before during presentation to make more enjoyable and refresh brain to connect again"

S4: "To memorizing and using several intonations to make it easier to remember"

S5: "Simply practice. After practice, I feel more prepared and comfortable speaking. I feel like my anxiety has significantly decreased after practicing. Since I don't have a partner, I practice in front of the mirror because I really want to and make a notes"

S6: "practice alone in front of mirror of practice with friends to get used speaking in front of the class"

S7: "prepare well, practiced hard and repeated the dialogue before speaking in front of class"

S8: "when during presentation I didn't see my friends face so that I cloud feel less nervous"

S9: "take a deep breath for my healing soul"

S10: "always try to confident"

S11: "relax my breath and try to calm down"

S12: "learn before during presentation"

According to Horwitz, Horwitz, and Cope (1986), one of the most common forms of foreign language anxiety is communication apprehension, which refers to the feeling of fear and nervousness when individuals are required to communicate. This type of anxiety often triggers observable physical responses such as sweating, trembling, increased heartbeat, shaky voice, and blushing, particularly when students are asked to speak in front of the class. These physical reactions are consistent with Spielberger's (1983) explanation of state anxiety, a temporary reaction that emerges when individuals face pressure-inducing situations, such as delivering a presentation in English.

Student 1 was categorized as experiencing mild anxiety, showing only slight nervousness that did not significantly disrupt performance. Student 2 and Student 3 were classified as having moderate anxiety, meaning that they felt noticeable nervousness and hesitation, particularly related to vocabulary mastery and fear of making mistakes. Meanwhile, Student 4 and Student 5 experienced severe anxiety, which had a stronger impact on their speaking performance, often leading to trembling, lost of focus, overthinking, and difficulty in delivering ideas effectively.

These findings indicate that most students still experience significant levels of speaking anxiety, with severe anxiety dominating in two out of five participants. This shows that language performance in presentations is not only influenced by linguistic ability, but also greatly influenced by psychological factors such as confidence, preparation, and emotional control.

4.2 Discussions

1. How are Students anxiety about speaking presentation in the sixth semester English Education Students at Universitas Muhammadiyah Sumatera Utara

Students' speaking performance is greatly impacted by their English proficiency, including their vocabulary, grammar, and other areas. When students lack vocabulary, they will have difficulty constructing sentences; they will be confused about what to say. Furthermore, when students lack adequate grammar skills, don't prepare enough materials, or lack English language skills, they become hesitant to speak and lack confidence. This is closely related to the next point: the fear of making mistakes. Students with anxiety have high levels of this, according to students interviewed.

1. Fear of Making Mistakes:

a) Explanation: Students might be afraid of making grammatical errors or pronunciation mistakes, fearing that others will judge them.

b) Impact: Their willingness to engage in class activities, communicate in English, or take chances when learning the language may be hampered by this anxiety.

2. Peer Pressure:

a) Explanation: Comparing Oneself to peers can cause anxiety in students, particularly if they believe that others speak English more fluently than they do.

b) Impact: This may result in low self-esteem, a hesitancy to engage in group activities, or a fear of peer criticism.

3. Cultural Differences:

a) Explanation: It could be difficult for learners from diverse cultural backgrounds to adjust to the new language and English-related cultural norms.

b) Impact: Feelings of loneliness brought on by cultural dissonance can hinder students' ability to participate in language learning activities.

4. Performance Pressure:

a) Explanation: Students may experience stress and anxiety as a result of the emphasis on tests, grades, or assessments because they feel under pressure to do well.

b) Impact: They may become less able to concentrate on the learning process as a result of this pressure, which might impair their language acquisition and cause them to dread failure.

5. Lack of Language Exposure and Lack confident:

a) Explanation: Lack of exposure to the English language outside of the classroom might make students nervous about their capacity to use what they've learned in practical settings.

b) Impact: Insufficient use of language outside of the classroom can impede the growth of useful language abilities and exacerbate anxiety.

6. High Expectations:

a) Explanation: Students who feel under pressure to fulfill certain language competency criteria may experience anxiety due to unrealistic expectations, whether they are self-imposed or come from other sources.

b) Impact: Excessive expectations can have a detrimental effect on motivation and engagement, cause dissatisfaction, and instill a fear of failing.

2 What are the factors that caused student's anxiety in the sixth semester English Education Students at Universitas Muhammadiyah Sumatera Utara?

Based on the interviews, the students revealed several factors contributing to their anxiety in speaking English, including:

The first student cited a lack of preparation for presentation materials when using English and a lack of confidence. The second student stated that a lack of preparation and not mastering the material caused her to freeze mid- presentation. She sometimes avoided classes where there were presentations, or was absent.

The third student stated that she felt more challenged when presenting in English, but she was able to control the situation because she had prepared in advance. However, she sometimes felt anxious due to the fear that her presentation would not be well-received by the audience. This anxiety was sometimes excessive, resulting in pronunciation errors.

The fourth student revealed that she often felt nervous when presenting in class in English because she had not yet mastered a large vocabulary and pronunciation. This resulted in her being silent during presentations for fear of making mistakes and being unsure of what to do. She felt her English was still very poor. The interviewee also stated that when she saw someone with a higher speaking ability, she felt inferior, which led to panic and excessive nervousness. Cold sweats also began to appear, followed by a trembling voice and cold palms. The fifth student sometimes expressed fear due to not yet being

proficient in English, a profound and disturbing lack of confidence. The pressure from the fear of making mistakes caused sweaty hands, a lowered head, trembling hands, and clammy palms.

They also stated that other factors contributing to their anxiety included lack of practice and study, lack of self-confidence, fear of others' opinions, overthinking, fear of making mistakes, fear of being laughed at, and fear of criticism, all of which contributed to their speaking anxiety. Based on the answers above, several factors can be concluded: Several students stated that their lack of English proficiency contributed to their fear of speaking and their lack of preparation.

We can conclude from the responses above that a number of things contribute to anxiety: some students said that their fear of speaking stemmed from their poor command of the English language, while others claimed that their lack of confidence was the cause.

The worry of being misunderstood, often known as communication anxiety, is another element that makes pupils feel uneasy. In this instance, pupils worry that they won't grasp the other person's message and that they won't communicate it appropriately. Students are concerned that the audience won't understand what they're saying. In order to prevent misunderstandings, students who suffer from communication anxiety sometimes steer clear of speaking assignments and other kinds of contacts. Lack of preparation and the incapacity to regulate thoughts and emotions are further contributing factors.

Almost 80% of students surveyed said they lacked confidence and did not practice or study enough. This affects the undeveloped talents of the kids. Students are used to utilizing English as a result of their lack of practice, and they experience anxiety when forced to do so. The dread of speaking incorrectly, which makes those around them, including other students, laugh and ridicule them, is another element that makes pupils feel nervous. The dread of being assessed is one aspect of linguistic anxiety. Before speaking, people often think negatively because they fear being called upon at the last minute to talk, respond to inquiries, etc. They are ridiculed by others because they are timid and do not want to talk or give accurate answers to queries.

CHAPTER V

CONCLUSION AND SUGGESTION

Having analyzed the data, conclusions can be drawn as the following:

A. Conclusion

Research conclusion are presented in accordance with the data have been analyzed in the previous chapter. From the whole data analysis about the study of Students English Department at Faculty of Teachers Training and Education at Universitas Muhammadiyah Sumatera Utara. In the 2024/2025 academic year can be concluded that:

Almost every study participant experienced anxiety during English lessons. Nervousness, fidgeting, freezing, trembling, stuttering, cold palms, and sweating in class are all signs of anxiety. The majority of them were disinterested in English class, which slowed their learning. As a result, their vocabulary was limited, and they were less confident in speaking for fear of making mistakes.

There are two types of factors: external and internal that can cause students to be anxious. Internal factors include things like self- confidence, lack of preparation, and language-related issues like pronunciation, grammar, and vocabulary. External factors include the instructor, the surrounding environment, lecturers' requests to speak in front of the class, unclear feedback on teaching or learning methods, and classroom facilities. The explanation above is the result of this study,

which examines anxiety related to English in the English Department of the Universitas Muhammadiyah Sumatera Utara, Faculty of Teacher Training and Education, in the 2024/2025 academic year.

B. Suggestion

In relative to the conclusions, suggesting are staged as in the following:

Although the short research period and small sample size, the findings provide some useful information that lecturers and stake holders may utilize to raise the bar for English language instruction. Based on the results of this study, a number of suggestions for lowering anxiety in English lessons may be offered.

This study shows that instructors may not always be aware of their students' anxiety levels. Improving lecturers' understanding of anxiety is crucial because it significantly impacts their learning abilities. Lecturers' ability to understand students' anxiety in learning English will significantly impact their ability to manage it. If students want to reduce tension in class, they must participate. To create a friendly atmosphere, students should respect each other. Instead of making fun of students who are struggling, lecturers should help them. This will make them feel more comfortable with each other. Furthermore, anxious students should understand that making mistakes is normal when learning a language and should not hinder them from learning English. Based on the findings, it is suggested that both lecturers and students pay more attention to the psychological aspects that influence English speaking performance, particularly anxiety.

For Lecturers should also pay attention to students' readiness for the material being presented, as students also need some recommendations to increase their confidence. However, further research is needed to fully understand student anxiety related to learning English due to the limitations of this study. Future similar research with a larger population or diverse group of learners would be beneficial to provide more detailed information on the issue of foreign language anxiety.

For students, it is suggested that they continue practicing coping strategies such as deep breathing, positive self-talk, and preparing thoroughly before presentations. In addition, long-term preventive efforts like enriching vocabulary, improving pronunciation, and practicing speaking regularly—either with peers or individually (e.g., in front of a mirror)—can significantly reduce anxiety over time. Students who experience severe anxiety should also be encouraged to gradually expose themselves to speaking situations, starting with smaller groups before presenting to a larger audience.

Furthermore, this study suggests that teaching methods and classroom activities have a significant impact on students' anxiety. However, this issue was not addressed in depth in this study. Therefore, further research is needed on specific methods or approaches that can reduce learning anxiety. Additionally, this study implies that teaching methods and classroom activities have a big impact on whether or not pupils feel anxious. This problem was not really addressed in this work, though. Therefore, additional study on certain methods or approaches that lessen learning anxiety is required.

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Hal : Permohonan Izin Riset

Medan, 15 Muharram 1447 H
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Kepada Yth, Ibu Dekan FKIP
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Nabilla Cintani Kuswa
N P M : 2102050032
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum

Dekan



Dra. H. Yarnayurnita, M.Pd.
NIDN.0004066701

****Pertinggal****





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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Nabilla Cintani Kuswa
NPM : 2102050032
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance	Approved 15/1-2025

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Yessi Irianti, S.Pd., M.Hum.

Medan, 15 Januari 2025
Hormat Pemohon,

Nabilla Cintani Kuswa

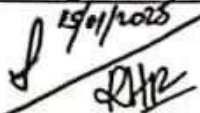
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Program Studi Pendidikan Bahasa Inggris
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Nama Mahasiswa : Nabilla Cintani Kuswa
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Kredit Kumulatif : 119 SKS

IPK= 3,78

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance	
	The Utilization of AI in Learning English: Enhancing Language Skill Trough Technology	
	Analysis of Mother Tongue on Students Speaking Skills For EFL Learners	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

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- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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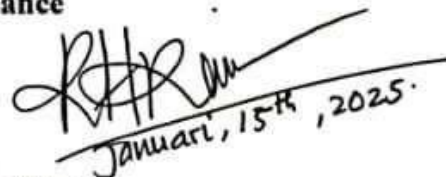
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Nama Mahasiswa : Nabilla Cintani Kuswa
NPM : 2102050032
Prog. Studi : Pendidikan Bahasa Inggris

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Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance

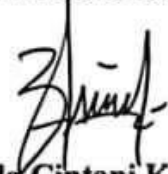
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:
Yessi Irianti, S.Pd., M.Hum.


Januari, 15th, 2025.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 15 Januari 2025
Hormat Pemohon,


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Keterangan

Dibuat rangkap 3 :
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- Untuk Mahasiswa yang Bersangkutan

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Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Nabilla Cintani Kuswa**
N P M : **2102050032**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Penelitian : **Speaking Anxiety in English Presentation: Investigating Causes and Impact on EFL Learners Performance**

Pembimbing : **Yessi Irianti, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **22 Januari 2026**

Medan, 22 Rajab 1436 H
22 Januari 2015 M



Wassalam
Dekan

Dra. Hj Syamsuyurnita, M.Pd.
NIDN 0004066701

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1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

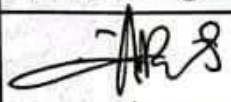
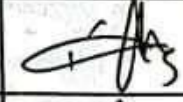
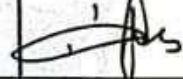
WAJIB MENGIKUTI SEMINAR





BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Nabilla Cintani Kuswa
NPM : 2102050032
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10/01-25	Formulating Research Title	
28/04-25	The consistency of the problems and the Objective should be clear	
14/05-25	Elaborate the population and sample to be more specific	
31/05-25	Find more theory from expert for technique of analyzing and collecting data	
07/06-25	Ready for Seminar Proposal.	
07/06-25	ACC	

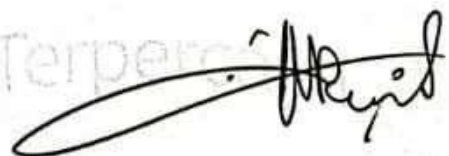
Medan, 31 Mei 2025

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing



(Dr. Pirman Ginting, S.Pd., M.Hum.)



(Yessi Irianti, S.Pd., M.Hum.)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin, Tanggal 30 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Nabilla Cintani Kuswa
N.P.M : 2102050032
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Speaking Anxiety in English Presentations : Investigating Causes and Impact on EFL Learners Performance.

No	Masukan dan Saran
Judul	
Bab I	- Elaborate clearly the basic reason, causes of anxiety and impact and elaborate the solution as preliminary observation in the background. - Mention clearly what English Department students you mean in the scope and limitation.
Bab II	- Mention the theory of the elements of speaking you use. - Write Related Previous of Study in Review of Literature. - Describe Conceptual of Framework before you put diagram.
Bab III	- Mention what semester and students of English Department as your population and sample. - Mention the theory of the Techniques of Collecting Data. - Mention the theory of the Techniques of Analyzing Data.
Lainnya	- Pay attention : Grammar, typing of the writing. - Pay attention of References.
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing



(Yessi Irianti, S.Pd., M.Hum.)

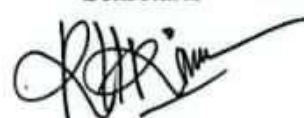
Panitia Pelaksana

Ketua



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris



(Rita Harisma, S.Pd., M.Hum.)

Apendix 1

Lembar Permohonan menjadi Partisipasi Penelitian

Kepada Yth.
Calon Partisipan
Penelitian di Tempat

Dengan hormat, saya yang bertandatangan di bawah ini:

Nama : Nabilla Cintani Kuswa

NPM 2102050032

Instansi : Universitas Muhammadiyah Sumatera Utara

merupakan mahasiswa Program Studi Pendidikan Bahasa Inggris yang sedang melakukan penelitian dengan judul **“Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance”**.

Saya memohon kepada Saudara/i untuk menjadi partisipan dalam penelitian saya. Penelitian ini bertujuan untuk mengeksplorasi perspektif mahasiswa terhadap Speaking Anxiety dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL), dengan fokus pada praktik pengajaran dan keterlibatan mahasiswa. Saudara/i akan diminta untuk melakukan wawancara dengan peneliti terkait pengalaman dan perspektif saudara dalam mengajar dan belajar Bahasa Inggris.

Penelitian ini tidak menimbulkan akibat yang merugikan bagi saudara sebagai partisipan, serta kerahasiaan semua informasi yang diberikan akan dijaga dan hanya digunakan untuk kepentingan penelitian. Semua informasi yang bersifat pribadi akan akan dikelola secara rahasia dan hanya akan dipublikasikan apabila mendapatkan izin. Oleh sebab itu, peneliti memohon ketersediaan saudara untuk memberikan jawaban dengan jujur apa adanya dan tanpa ada paksaan dari pihak manapun.

Akhir kata saya mengucapkan terima kasih atas partisipasi saudara dalam penelitian ini.

Medan, 12 July 2025

Peneliti

Nabilla Cintani Kuswa

Appendix 2

Lembar Persetujuan Partisipan

Setelah membaca dan memahami isi penjelasan permohonan menjadi partisipan, saya yang bertanda tangan di bawah ini:

Nama :

Asal Instansi :

Nomor Telp :

Dengan ini menyatakan bersedia untuk menjadi partisipan penelitian yang dilakukan mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Sumatera Utara yang sedang melakukan penelitian dengan judul **“Speaking Anxiety in English Presentations: Investigating Causes and Impact on EFL Learners Performance”**.

Adapun tujuan penelitian ini adalah untuk mengeksplorasi perspektif dosen dan mahasiswa terhadap Speaking Anxiety dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL), dengan fokus pada praktik pengajaran dan keterlibatan mahasiswa.

Dengan menandatangani di bawah ini, saya menyatakan bahwa saya telah membaca dan memahami tujuan penelitian ini, dan bersedia berpartisipasi secara sukarela.

Medan, 12 July 2025

Menyetujui,

(.....)

Appendix 3

Students Interview Questions

1. How do you feel when you find out you have to do a presentation in class using English?
2. What do you think causes these feelings to arise?
3. What body responses arise when during a presentation using English in the class?
4. How do you deal with that?
5. Does the environment in the classroom support you to speak confidently?
6. In your opinion, what is reasons (causes) why you experience anxiety when you during presentation in English?
7. What impact does anxiety have on speaking when during a presentation in English?
8. What strategies do you usually use in overcome and prevent this?

Appendix 4

Documentations





Appendix 5

Research Timeline

N o	Activity	Jan '25	Feb '25	Mar '25	Apr '25	Jun '25	Jul '25	Sep '25
1	Research preparation stage							
	a. Designing and submitting the research proposal title							
	b. Writing the bac							
	c. Submitted and presenting the research proposal							
2	Research conduction stage							
	a. Conducting research and data collection							
	b. Analyzing the data							
3	Thesis Defense							

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Binjai Timur

ABOUT ME

Fresh graduate of the English Education Department at the Universitas Muhammadiyah Sumatera Utara with a GPA of 3.75. I have experience in Student Exchange Batch 3 at Universitas Pendidikan Indonesia.

EXPERIENCES

> August 2023 - January 2024

- Students Exchange Batch 3 at Universitas Pendidikan Indonesia

> Feb 2023

Introduction to the School Environment I
(Internship)

SMA Taman Siswa Medan Sumatera Utara

- Preparation of Educational in the School
- Monitoring Students Progress
- Observing the Structure and Scope

> August 2024

Introduction to the School Environment III
(Internship)

- Observing Class
- Preparing Learning Tools
- Developing Lesson Plan
- Teaching Material in Classroom

> Sept 2024

Community Service Program (KKN)

EDUCATIONS

2018-2020

SMAN 5 BINJAI - IPA

2021-2025

Universitas Muhammadiyah
Sumatera Uatara

S1 Pendidikan Bahasa Inggris

SKILLS

- Communications
- Analitical Thinking & Negosiation
- Leadreship & Team Work
- Negosiation
- Photography
- Videography
- Canva, Word, Google Sheets.

FAVORITES

Culinary, Cooking, Traveling,
Reading, Watching Movies, Listening
to Music, and singing.

CERTIFICATION/TRAINING

- Translator Workshop - Language Center of UMSU
- English Speech Competition 2022 - English Education UMSU
- Workshop Tips & Tricks for Answering TOEFL Questions - Language Center of UMSU
- Students Exchanges Batch 3 in Universitas Pendidikan Indonesia - Kemendikbudristek